



## THE INNOVATIVE MULTISPORT METHODOLOGY

- report -

Area	Details
Description	<p>Hodina H organized multisport camps. There were implemented 2 types of camps: multisport camp and thematical camp with multisport sessions.</p> <p>The camps belong to traditional types of the daily camps with a specialized emphasize on the multisport activity. The camp with multisport sessions also reacted to the lack of the physical education in the schools and was focused on sport activities supporting socialisation.</p> <p>This activity brought an innovative approach to the camps in both editions:</p> <ul style="list-style-type: none"> <li>- Multisport – to plan and implement activity covering the broad spectrum of the sport and focus on the participants’ competence;</li> <li>- Thematical with multisport activities – to balance the thematical activity with multisport, to balance educational and creative activities with the outdoor and indoor physical activity.</li> </ul> <p>Both types of camps aimed at adopting sport as a joyful routine in their life and free time.</p> <p>Period: July – August 2021 Hours: 40 hours Participants: 30 participants in July and 30 participants in August camp Sports: athletics, dance, ball sports, Zumba, yoga, sport games, archery.</p>
Methodological approach	<p>Methodology is based on a format of the daily camps organized during working days from 7:30 till 16:30. The methodology is based on non-formal education where sport is a tool for competence development and general development of physical activity.</p> <p>The multisport activity plays an important role in the methodology as it covers different elements (information, structure, technique, competence).</p> <p>In the methodology of the camps the multisport approach brings cooperation and mutual support, motivation and joy.</p>
Success or innovation factors	<ul style="list-style-type: none"> <li>● Fusion of non-formal educational activities with different sports;</li> <li>● Added value brought by a youth worker with a specialisation in some sports;</li> <li>● Diversity of sports;</li> <li>● Rich spectrum of sports;</li> <li>● Acquisition of different competences;</li> <li>● Synchronized team (a combination of different expertise and practical experience);</li> <li>● Experience of non-formal educational camps;</li> <li>● Non-formal education as a objective in the multisport approach.</li> </ul>
Constraints / Weaknesses	<ul style="list-style-type: none"> <li>● Expertise of the team;</li> <li>● Time management to introduce and practice the sport;</li> <li>● Weather conditions;</li> </ul> <p>Organisation of the group as to make the activity accessible and at the same time interesting and challenging for each participant (number of participants, age, skills).</p>
Replicability / Opportunity for future use	<ul style="list-style-type: none"> <li>● Flexible format of the activity with different adjustments;</li> <li>● Accessibility and variety of sports;</li> <li>● Combination of non-formal education and known sports, introduction and practice of marginal sports;</li> <li>● Possible link to follow-up activities with the focus on “multisport culture”.</li> </ul>
Activities	Some preparatory activities have been implemented from May to June 2021:



	<ul style="list-style-type: none"> <li>● Meeting of the team in order to introduce the concept;</li> <li>● Meetings to develop the concept and prepare activities;</li> <li>● Meetings with the coaches;</li> <li>● Map of activities (outdoor, indoor, weather options, team division);</li> <li>● Evaluation plan;</li> <li>● Conclusions and follow-up plan.</li> </ul>
Logistic	Equipment and material, time schedule for preparation, implementation and evaluation.
Materials and equipment	Sport equipment for the activities. Handouts for pupils for individual notes, pens – reflection and self-reflection (on what did they do, what they have achieved etc.)
Administrative / Bureaucracy	<ul style="list-style-type: none"> <li>● A self-directed activity done by the organisation which offers enough freedom for its implementation.</li> </ul>
Recruiting of participants	The recruitment of the participants was done via an application process.
Communication with participants	We communicated with the families through different channels: <ul style="list-style-type: none"> <li>● Online: before starting the activity – parents;</li> <li>● In person: every day, after each day of activity;</li> <li>● By social media – daily;</li> <li>● By email: at the end of each week, sending to the parents a questionnaire to fill in.</li> </ul>
Communication with stakeholders and media	The stakeholders we involved are: <ul style="list-style-type: none"> <li>● Local and regional authorities;</li> <li>● Sport facilities and public sport spaces;</li> <li>● Team members with sport experience/expertise;</li> <li>● In specific cases – sport coaches;</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>▪ Feedback of the participants including the conclusions and learning outcomes related to each sport;</li> <li>▪ Evaluation of the team;</li> <li>▪ Evaluation of group;</li> <li>▪ Evaluation of the sport sessions;</li> <li>General evaluation of the whole camp.</li> </ul>